**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
World History (ABZ)**

**Final Exam Review (ABZ)**

On the final exam, there will be 4 sections: one essay, short answer questions, maps, and a timeline. To help you review for this exam, there is a section in this review packet for each section of the exam, plus an overview of what you will see when you take the test.

**SECTION 1: ESSAY**

On the exam you will be asked to write an essay about one of the following prompts. Only one prompt will actually appear on the exam, so be ready to answer either one.

Prompt 1: Did Emperor Charles V make a wise decision at the Diet of Worms? In your answer, explain the events leading up to the Diet of Worms and the events that followed it. Also, to receive full credit, be sure to refer to parts of the primary source below.

**Emperor Charles V’s judgment at the Diet of Worms, April 1521**

(as it appears in *The Emperor Charles V* Armstrong, Edward. *The Emperor Charles V*. Vol. 1. 1910. Reprint. London: Forgotten Books, 2013. 76-7. Print.)

What my forefathers established at Constance and other Councils, it is my privilege to uphold. A single monk, led astray by private judgment, has set himself against the faith held by all Christians for a thousand years and more, and impudently concludes that all Christians up till now have erred. I have therefore resolved to stake upon this cause all my dominions, my friends, my body and my blood, my life and soul. For myself and you, sprung from the holy German nation, appointed by peculiar privilege defenders of the faith, it would be a grievous disgrace, an eternal stain upon ourselves and our posterity, if in this our day, not only heresy, but its very suspicion, were due to our neglect. After Luther's stiff-necked reply in my presence yesterday, I now repent that I have so long delayed proceedings against him and his false doctrines. I have now resolved never again, under any circumstances to hear him. Under protection of his safe-conduct he shall be escorted home, but forbidden to preach and to seduce men with his evil doctrines and incite them to rebellion. I warn you to give witness to your opinion as good Christians and in accordance with your vows.

Prompt 2: Imagine you were a scholar living during the 15th century. Do you think you would have agreed with Cardinal Bellarmine’s letter below? Explain why or why not. To receive full credit, explain the events that inspired Bellarmine’s letter and refer to specific parts of it in your answer.

**Letter from Cardinal Bellarmine to a defender of Nicolas Copernicus’ heliocentric theory, 1616.**

If there were a real proof that the Sun is in the center of the universe, that the Earth is in the third heaven [the third from the center of the eight or nine crystalline spheres or “heavens” into which the planets and stars were thought to be fixed] and that the Sun does not go round the Earth but the Earth round the Sun, then we should have to proceed with great circumspection [care] in explaining passages of Scripture which appear to teach the contrary, and rather admit that we did not understand them than declare an opinion to be false which is proved to be true. But, as for myself, I shall not believe that there are such proofs until they are shown to me. Nor is it proof that, if the Sun [was] supported at the center of the universe and the Earth in the third heaven, everything works out the same as if it were the other way around. In case of doubt we ought not to abandon the interpretation of the sacred text [Bible] as given by the holy Fathers.

**Essay Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 – Advanced** | **3 – Proficient** | **2- Progressing** | **1 – Not Meeting the Standards** |
| **clearThesis –**  **Answering the question** | Contains a well-developed thesis that directly addresses the question, includes the main points of the argument, and “goes deep” in its critical thinking | Contains a sufficient thesis that addresses the question, includes the main points of the argument, but it needs to go deeper in its critical thinking. | Contains an undeveloped thesis that doesn’t quite answer the question and/or does not include the main points of the argument. | Contains no thesis or the thesis is not easily identifiable. |
| **clearOrganization**  **of**  **Ideas** | The essay presents a well-organized argument, and each of the individual sections are also well-organized and flow logically. | The overall organization of the essay is good, but individual sections are only adequately organized, and do not always flow logically. | The overall organization of the essay is adequate, but the individual sections have little or no organization. | The essay is not organized in any way, or is simply a descriptive narrative. |
| **clearSufficiency and**  **Accuracy**  **of**  **Information** | Accurately uses substantial number of specific facts in supporting thesis. The essay uses textual evidence from multiple sources and/or a wide range of information. | Contains some specific facts related to the thesis, though not many. Usually accurate. The essay uses textual evidence from multiple sources and/or a wide range of information | Few specific facts used in defense of the thesis. Significant inaccuracies. The essay barely uses textual evidence and/or does not use a wide range of information. | Contains no facts to support the thesis, or the facts are completely inaccurate. |
| **Analysis** | The essay effectively uses facts and/or textual evidence to back up its thesis and supporting points—it explicitly says how the evidence relates to the thesis. The essay also shows evidence of “deep” thinking. | The essay sometimes uses facts and/or textual evidence to back up its thesis and supporting points, but it may fall short of always connecting ideas. The essay shows glimpses of “deep” thinking. | The essay only uses facts and/or textual evidence to back up its thesis once or twice. It does not show how the facts relate to the thesis. It needs more “deep” thinking. | The essay does not back up its statements with facts or textual evidence. It lacks “deep thinking” and is just description. |
| **clear“Mechanics”** | Essay uses good spelling and grammar, WAS **PROOF-READ**, and is written with **neat handwriting**. | Uses acceptable spelling and grammar, though there are some errors with punctuation and capitalization. | Poor spelling and grammar, and reflects little effort at neatness given the time available. | Written so poorly that it inhibits understanding. |

**SECTION 2: VOCABULARY**

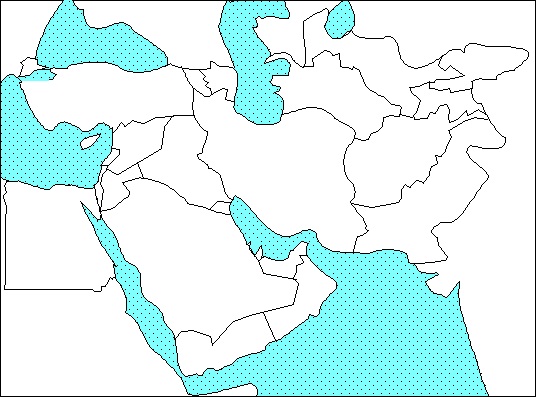
All short answer questions on the test will come from this word list. To help yourself learn them, define each here, put terms on flashcards, put each into word webs with others in the same unit, and make connections between various terms. **For all starred\* words, know the definition and the year, and place each starred word on the timeline in section 4.**

1. The Middle Ages\*
2. Barbarians
3. Alaric
4. Theodoric
5. Charlemagne\*
6. Cloderic
7. Clovis
8. Monks
9. Laws of the Barbarians
10. Pope Gregory the Great\*
11. Spread of Christianity
12. Hymns
13. missionaries
14. St. Augustine
15. St. Boniface
16. Feudalism (know what it was, its positive effects, its negative effects, and why/how it ended)
17. Fiefs
18. Manors
19. Knights
20. Serfs
21. Peasants’ Revolt\*
22. The Crusades\*
23. Pope Urban II
24. Saladin
25. King Richard I
26. Muhammad
27. Kaaba
28. Mecca
29. Khadijah
30. Quran
31. Hijra\*
32. Medina
33. Quraysh
34. Angel Gabriel
35. “People of the Book”
36. Hadith
37. Sunnah
38. Five Pillars of Islam (know all five!)
39. Sunni Muslims
40. Shia Muslims
41. Caliph
42. Umayyad Dynasty
43. Abbasid Dynasty\*
44. Islamic Golden Age\*
45. Baghdad
46. House of Wisdom
47. Indian Ocean Trade\*
48. John Wycliffe
49. The Black Death\*
50. The Renaissance\*
51. Humanism
52. Skepticism
53. Secularism
54. Individualism
55. Italian city states
56. Lorenzo de’ Medici
57. Leonardo da Vinci\*
58. Michelangelo
59. Machiavelli
60. Savonarola
61. Johann Gutenberg & the printing press\*
62. Martin Luther
63. Indulgence
64. *95 Theses*
65. Protestant Reformation\*
66. Protestantism
67. Calvinism
68. Anabaptists
69. Church of England
70. Nicolas Copernicus
71. Galileo Galilei
72. Johannes Kepler

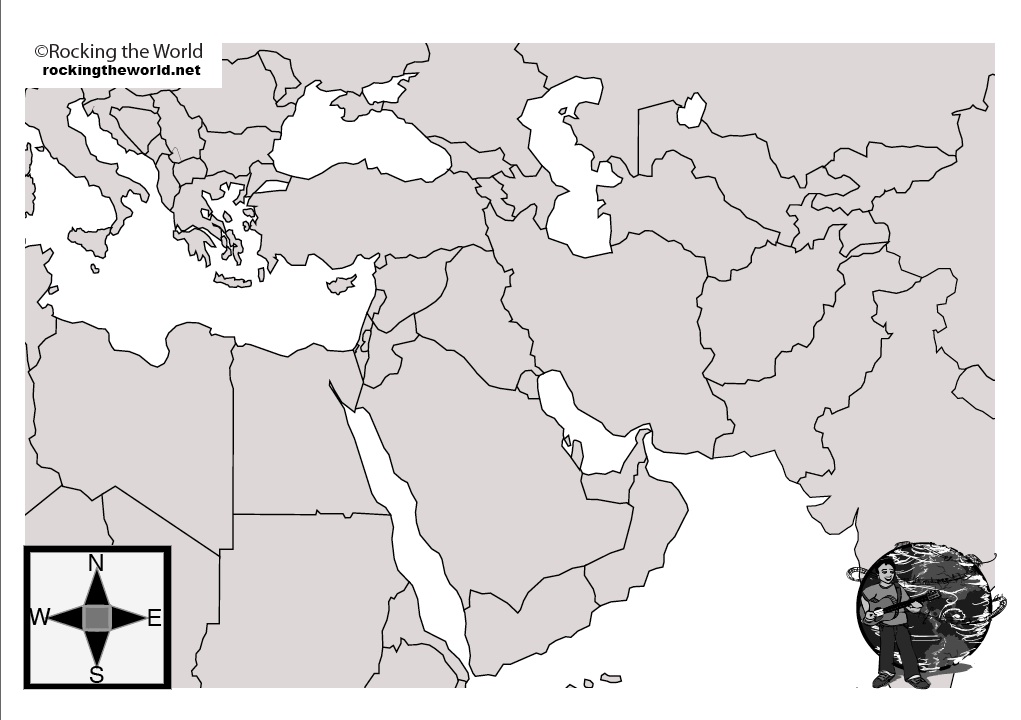
**SECTION 3: MAPS**

There will be two maps on the exam: a map of the Middle East and a map of Europe. Blank maps are in this packet for practice. There are two different kinds of maps, and that is so you don’t get overly used to just one kind of map. If you’d like more blank maps for practice, you can print them from the class wiki.

* *Know the Middle East* (as the map exists today):
  + *Countries:* Afghanistan, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen



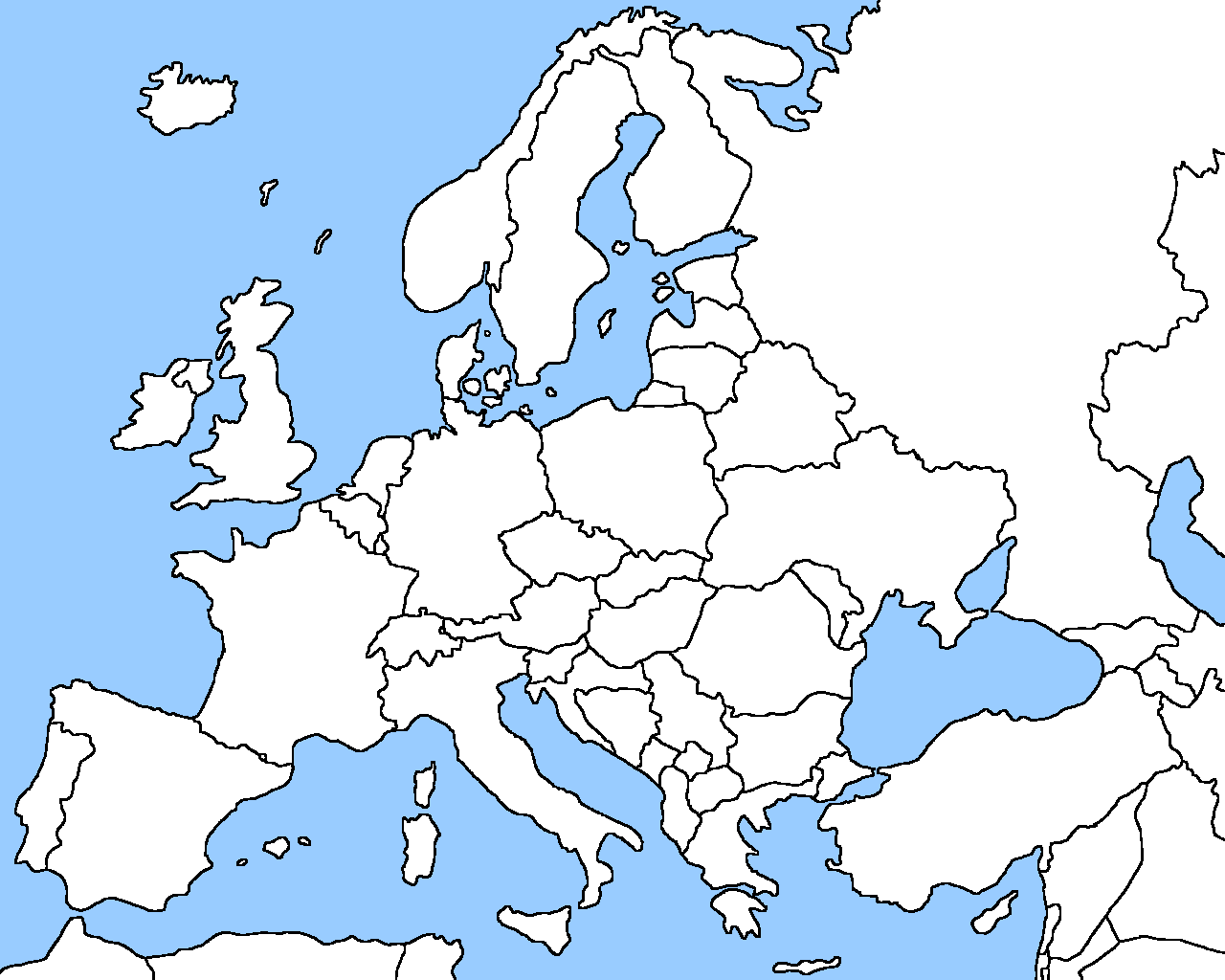
*Middle East Practice Map #1*



*Middle East Practice Map #2*

* *Know Europe* (as the map exists today): Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, the Netherlands, Norway, Poland, Portugal, Russia, Slovakia, Spain, Sweden, Switzerland, Turkey, United Kingdom

*Europe Practice Map #2*



*Europe Practice Map #2*

**SECTION 4: TIMELINE**

Plot the starred words from the vocabulary section of this review on the timeline below. On the exam, you will have a timeline similar to the one below.

500 700 900 1100 1300 1500 1700

**SECTION 5: TYPES OF QUESTIONS/HOW TO STUDY**

1. **Essay** – First read and make sure you understand the essay prompt. Write it over in your own words. Then, read the primary source multiple times, and write annotations for it. Thereafter, think about your essay. Write an outline for it.

he essay should follow this format:

* 1. **Intro:** Take 1-2 sentences to “hook” the reader, then state your thesis.
  2. **Body Paragraphs (at least two)**: Be sure to incorporate and analyze quotations from the primary source excerpt here. Connect everything back to the thesis.
  3. **Conclusion**: In 1-2 sentences, wrap up what you said in your entire essay.

1. **Short Answer** – Short Answer questions will be four basic types: Identification, “All in the Family”, “Odd Man Out”, and Analysis. The number of sentences you write for each answer should match the number of points that question is worth.
   1. Sample Identification Question, 1 point

**Define John Wycliffe.**

* 1. Sample “All in the Family”, 3 points -

**Explain how all three terms are related:** Middle Ages, Renaissance, Black Death

* 1. Sample “Odd Man Out”, 3 points

**Choose which word does not belong, and explain why. In your answer, explain how the two that do belong relate:** skepticism, Black Death, Protestant Reformation

* 1. Sample Analysis Question, 5 points

-**Explain the impact of the Islamic Golden Age.**

**-Explain how feudalism worked. Did it create justice in Europe?**

**-Explain how Christianity spread in the early Middle Ages.**

**-Explain the causes and effects of the Crusades.**

1. **Timeline** – Know all starred vocabulary words, and be able to place them on a timeline.
   1. **Tip for studying:** Draw a blank timeline and try to plot 5 random starred words. Plot the ones you know first, then try to guess about the others. Double check the right answers, then choose a few more. As you get better, choose a larger set of words until you can do all of them.
2. **Map** – See Map section above
   1. **Tip for studying:** Use blank maps over and over again. It works!

**PRACTICE MAPS –** Print this from wiki for more practice

